

GOVERNORS STATE UNIVERSITY  
COLLEGE OF HEALTH PROFESSIONS  
Division of Communication Disorders

COURSE SYLLABUS

GSU ARCHIVES  
CDIS 825  
SPR/SUM 1985

COURSE NO: CDIS 825  
COURSE TITLE: Stuttering Seminar  
COORDINATOR: Carolyn Conrad, Ph.D.  
CREDIT: 3 units  
DATE: Spring/Summer, 1985 FOR: Graduate Students

COURSE DESCRIPTION

This course will examine the various theories pertaining to the development and maintenance of stuttering and review their corresponding therapies. It will examine current stuttering research and the development and implementation of a stuttering program.

COMPETENCIES: Upon completion of the course the student is able to:

- 1) Identify the behaviors associated with stuttering.
- 2) Examine the theoretical presuppositions upon which stuttering therapy is based.
- 3) Utilize techniques necessary for a differential evaluation of stuttering.
- 4) Review and contrast the various approaches to stuttering therapy.
- 5) Review the current research on stuttering therapy.

PREREQUISITES: CDIS 310 and CDIS 350.

REQUIRED TEXTS

Bloodstein, Oliver. A Handbook on Stuttering. Chicago: National Easter Seal Society, 1975.

Gregory, Hugo (Ed.) Controversies About Stuttering Therapy. 2nd edition. Baltimore: University Park Press. 1979.

RESERVE MATERIALS

- 1) Brutton, E. and Shoemaker, D. The Modification of Stuttering.
- 2) Cature, E. Stuttering.

- 3) Gregory, H. Learning Theory and Stuttering Therapy.
- 4) Goven and Vette, A Manual for Stuttering Therapy.
- 5) Mowrer, D. A Program to Establish Speech Fluency.
- 7) Guitar, B. and Peters, T. Stuttering: An Integration of Contemporary Therapies.
- 8) Fiedler, P. and Standor, R. Stutterers: Integrating Theory and Practice.
- 9) Wingate, M. Stuttering: Theory and Treatment.

### INSTRUCTIONAL ACTIVITIES

The format of the course will be lecture/discussion primarily. Discussion will focus on assigned readings in the texts as well as current journal articles on the assigned reading list. Films and audiotapes of stutterers will be presented in class.

Each student will present the following two assignments to the class:

- 1) a demonstration of a stuttering remediation technique. As part of the assignment, the student will present pertinent literature related to the technique, discuss the rationale for its use, and describe its history of success or failure. The technique must be one selected from the list of suitable choices provided by the instructor. The maximum time allowed for this presentation is 10 minutes. A written outline of the demonstration should be submitted to the instructor prior to the presentation.
- 2) a discussion of two journal articles. The student will describe the purpose, procedures, statistical analyses, results, and conclusions of each article. The student will also discuss the relationship between the two articles and their significance with regard to therapeutic intervention techniques. A written copy of each presentation should be submitted to the instructor prior to the presentation. The articles should be selected from those reviewed by the student in preparation of the research paper assignment.

Each student will thoroughly research a topic in the area of fluency disorders selected from the list provided by the instructor.

All assignments must be submitted the due date. Papers submitted within three days after the due date will lose five points for each day late. Papers submitted later than five days will receive a grade of zero. Each paper will be considered as evidence of the student's best efforts and will be evaluated in the form submitted. Papers will not be returned for further improvement by the student. Students needing assistance in developing papers are advised to seek consultation with the professor well in advance of the due date.

Students should adhere to the writing standards presented in the APA writing manual. Failure to correctly cite material used in the paper will be considered plagiarism and may result in a failing grade for the paper.

To successfully complete the course, the student must:

- 1) attend 80% of class sessions
- 2) complete all reading assignments
- 3) view/listen to the audiovisual materials presented in class
- 4) complete all written assignments

### EVALUATION

There will be three written examinations with questions based upon lectures, discussions, presentations, and reading assignments.

Examinations and presentations will be assigned both letter and number grades as follows:

93% and above	= A - Superior achievement of competencies
85% - 92%	= B - Satisfactory achievement of competencies
75% - 84%	= C
Below 75%	= U

Graduate students in Communication Disorders are required to complete this course with a grade of B or better.

There will be no makeup examinations for low grades. If an examination cannot be taken because of illness or emergency, it is the student's responsibility to notify the instructor in advance. The student may call the instructor or leave a message with the secretary or any of the other Communication Disorders professors. Failure to notify the instructor will result in a forfeit of the opportunity to write the exam.

Evaluation of the student's performance will be based on the following:

Examination I	-----	20%	- June 10
Examination II	-----	20%	- July 15
Examination III	-----	20%	- August 12
Presentation - Therapy Technique	---	10%	- see sign-up sheet
Presentation - Journal Articles	----	10%	- see sign-up sheet
Research Paper	-----	20%	- due August 5